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## Implementation of Employee Wellness Programming in SIUC Athletic Department

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IMPLEMENTATION OF EMPLOYEE WELLNESS PROGRAMMING IN THE SIUC  
ATHLETIC DEPARTMENT

By

James Theodore Morrison

B.S., Western Illinois University, 2018

A Research Paper

Submitted in Partial Fulfillment of the Requirements for the  
Master of Science

Departments of Food and Nutrition and Kinesiology

In the Graduate School

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RESEARCH PAPER APPROVAL

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In the field of Food and Nutrition and Kinesiology

Approved by:

Dr. Julie Partridge, Chair

Graduate School

Southern Illinois University Carbondale

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## **AN ABSTRACT OF THE RESEARCH PAPER OF**

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**TITLE: IMPLEMENTATION OF EMPLOYEE WELLNESS PROGRAMMING IN THE SIUC ATHLETIC DEPARTMENT**

**MAJOR PROFESSOR: Dr. Julie Partridge**

With longer workdays and the ever-growing technological base of society, inactivity and poor diet have become a staple in western civilization (Sharma & Majumdar, 2009). Between meeting the demands of work, family, and other responsibilities that may intrude on a day-to-day basis, maintaining one's health can be a challenge. This struggle not only affects an individual's health, but their external and social life as well, as decreased productivity and missed days of work may also be outcomes of poor health maintenance. The development of employee wellness programs has been an effective way to cope with the resultant health effects brought about by neglecting personal health (Merrill, Aldana, Garrett & Ross, 2011). However, individuals who work in collegiate athletic departments often center their lives around making sure young athletes are supported and successful. Long days and nights take time away from being able to maintain or improve the employee's own health status. It has been shown that increasing an individual's health and productivity leads to an increase in health within a company (Pronk, 2014). The purpose of this paper is to describe and define the different aspects of a possible employee wellness program and how it could be implemented in the athletic department at Southern Illinois University-Carbondale.

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## **CHAPTER 1**

### **BACKGROUND AND LITERATURE REVIEW**

Workplace wellness programs have become common place in many companies to help address the growing health crisis. Starting in 1970, the Johnson & Johnson company decided to implement two main health related goals: 1) to encourage employees to try and become some of the healthiest in the world, and 2) to reduce the overall healthcare cost of the company. Through the program implementation, the company has saved over \$250 million from 2000 to 2010 in healthcare costs (Berry & Mirabito, 2011). Workplace wellness programs continued to evolve and in 2003, PepsiCo introduced what is now known as their “Healthy Living” program. In 2001, the program was comprised of five different lifestyle management programs focusing on weight loss, nutrition, stress management, exercise, and quitting smoking. The “Healthy Living” program also offered disease management to their employees with at least one of ten chronic conditions. These conditions included asthma disease states such as asthma and coronary artery disease. Both lifestyle and disease management were done via phone conversations and completion of the program was determined when the participant felt they could better manage their lifestyle or disease (Caloyeras, Lui, Exum, Broderick, & Mattke, 2014). In recent years, employers have an increased concern with the affect that the Affordable Care act would have on their healthcare costs. The common belief being that their costs will increase (Mujtaba & Cavico, 2013). In 2012, 50% of employers with at least 50 employees and 90% of employers with over 50,000 employees offered some type of workplace wellness program (Pronk, 2014).

#### **Social Ecological Model**

The Social-Ecological Model is commonly used to explain the decisions an individual makes. When assessing social and cultural norms and values (established belief systems,

religious influence, and lifestyle), areas of influence which can include available food supply and government policies, environmental settings (where the workplace falls under), and individual factors that include overall knowledge base and genetics all play a role in an individual's decisions on eating habits and level of physical activity (Bolye & Holben, 2013). With the workplace making up a significant part of an employee's daily environment, this makes the workplace an important aspect of an individual's overall health. According to *Healthy People 2010*, a workplace wellness program can provide: 1) health education 2) supportive social and physical environments 3) integration into the organization's structure 4) links to aid programs and 5) workplace health screenings. Services provided in these programs include aid in weight loss, reduced cost gym membership, on-site exercise equipment, aid in smoking cessation, on-site health coaches, wellness classes on nutrition and exercise, and biometric screenings (Pronk, 2014). The five elements that *Healthy People 2010* state as being part of a comprehensive workplace wellness program include: 1) health education that can be taken and applied to employees life and encourage behavior change 2) creating a support environment that aligns itself with organizations beliefs and standards for the companies wellness goals 3) complete integration of wellness programing into organizational culture 4) linking wellness programs to employee assistance programs and 5) health screening, educations, and follow-up when necessary for employees (Goetzel et al., 2014). However, at the end of the day a successful workplace program comes down to the company's return on investment (ROI) with wellness program implementation (*see "Wellness Program Implementation" section below*).

### **Return on Investment in Workplace Wellness Programs**

Employee health programming is not free by any means and does add a financial burden to the company that provides type of service this for their employees. It is estimated that

employers will pay up to \$28,000 per employee for healthcare in 2019 since 60% of workers received their health insurance coverage via their employers (Berry & Mirabito, 2011). However, the supermarket chain *H-E-B* found that just shifting 10% of their employees from high risk to moderate risk generated a 6-to-1 return on investment (Berry & Mirabito, 2011). In a meta-analysis looking at the ROI of wellness programs, Baicker, Cutler and Song (2010) found that employers gained an additional \$3.27 back for every dollar spend on programming as well as reducing the cost created via absenteeism by \$2.73 per dollar spent on programming. This amount was an average determined by looking at 22 separate studies that followed wellness programs for an average of three years with the average size of the intervention groups (those who participated in the workplace wellness program) was about 3,000 where the comparison group was on average 4,500 individuals.

A study from Caloveras et al. (2014) looked at PepsiCo's wellness program mentioned previously and the impact on employee healthcare cost, participation in the program led to an average reduction of \$30 a month in healthcare costs. The "Healthy Living" program includes risk assessments, on-site events, lifestyle and disease management, and a 24/7 nurse hotline. When looking who participates, individuals who took part in at least one of the services offered in disease management programs reduced their healthcare costs by \$30 per month. Individuals who participated in the disease management portion of the program reduced their average healthcare cost by \$136 a month as seen by a 29% reduction in hospital admissions. This is due to the fact that disease management wellness programs (which focus on individuals who have a diagnosed condition), compared to generalized lifestyle programs (which focus on lifestyle change through nutrition and exercise), help those identified as having chronic illness and helping individuals meet their specialized treatment goals (Claxton et al., 2013).



Although ROI is the primary determinant for whether or not a company will choose to invest valuable resources into some type of employee wellness program, more personal motivations also may also impact the creation of workplace wellness programs. Many company executives have reported that creating a wellness program is simply the ethical thing to do as they consider their employees to be part of their larger family (Goetzel et al, 2014). They believe that critical business metrics, including revenue and stock price, are enhanced when employee health and well-being are engrained into the company's culture. These executives also believe that having health being a pillar of their company creates an attraction of the right employees allowing retention rates to remain high (Goetzel et. al, 2014). Treatment goals, which can include weight loss, better blood lipid levels, and blood glucose control, and business goals go hand in hand with creating a healthy business. This can be done through: 1) the offerings of health related newsletters which discuss a health related topic each month, 2) offering discounted gym membership rates, 3) offering onsite health coaching, 4) offering free health screening which include blood work and physical, and 5) having an onsite exercise facility for employee to use during non-working hours (Pronk 2014). At the end of the day, creating a healthier employee leads to a healthier profit margin.

### **Life in Athletics**

Collegiate athletics is a high stress environment where the balance between maximizing revenue and student health/success can be delicate and dynamic. The counter measure to help maintain this balancing act between profit seeking and student-athlete success is the commitment of the employees within every athletic department. Working long hours to ensure the success of both student-athletes and the financial health of the department are the realities of this specific line of work. Unsurprisingly, with the extended hours that many employees spend focusing on

the student athletes and department development, personal health may not be prioritized and begin to suffer. There is a lack of research regarding specific health indicators within the athletic employee population. However, there are some studies done on coaches and support staff that show how burnout effects job desire.

Within athletics, there can be a variety of jobs held, just as with any other organization. These positions include administrators, coaches, technological staff, marketing staff, athletic trainers, and various graduate assistants. In a study looking at the socialization of athletic trainers within collegiate athletic departments, the 16 participants (14 Athletic Trainers and 2 Athletic Directors) noted that, though their quality of life suffered and feared burnout, they were still able to give quality care to the student athletes. It was also noted that some of the barriers that affected their quality of life were the high work volume and perceived lack of support from the athletic department administration (Pitney, 2006). The high intensity environment, as well as other factors, also can lead to high turnover rates. These turnover rates are impacted by a combination of career related preferences, specific attitudes and personal aspirations, and how secure the employee feels their position is within the organization. An employee's enjoyment and sacrifice within the work environment is negatively associated with wanting to leave and increases job satisfaction (Pack & Won, 2017). In a study looking at burnout and stress among University coaches in Lithuania, years coaching, and perceived level of burnout were measured through two questionnaires: The coach burnout Questionnaire and the Perceived Stress Scale. Of the 203 respondents, 131 coaches had more than 10 years' experience while the remaining had less than 10 years job experience. The results of the study show that burnout was greatest amongst coaches with more than 10-year experience compared to those who had less (Malinauskas, Malinauskiene, & Dumciene, 2010). In another study conducted by Lee and

Chelladurai (2017), 322 high school coaches in the United States filled out an online questionnaire inquiring about their emotional labor, job satisfaction, perceived burnout, and turnover intentions. The results showed that reported level of burnout was negatively associated with the level of job satisfaction while deep acting, genuine expression was seen to have the opposite effect. The coaches intention for turnover was positively correlated with their level of burnout. Creating opportunities to help care for the health of faculty can lead to greater job satisfaction and increase tenure (Pack & Won 2017). This is where the implementation of a wellness program designed to meet the specific needs of athletic department employees becomes a promising avenue to pursue.

## **CHAPTER 2**

### **WELLNESS PROGRAM IMPLEMENTATION**

Worksite wellness programs have the ability to meet areas of the population that would otherwise have the influence of an organized health program. These wellness programs also help reduce revenue lost due to employees being sick and through health care costs. Therefore, it is imperative that in order for a wellness program to work within a company, careful steps need to be taken in order to ensure success for both the workers and the company's bottom line (Goetzel & Ozminkowski 2008).

When creating a program, looking at the needs of the population is the foundation of program success. Using the aforementioned social-ecological model, assessing the: 1) workers' individual factors including median age of the workplace, gender, and racial and ethnic differences, 2) the environment of the workplace, 3) areas of influence that can affect program efficacy, and 4) the social and cultural norms of the workplace (Boyle & Holben, 2013). After gathering this data, a needs assessment follows in order to better understand and design the program to fit the workplace environment. Once the needs of the organization have been identified, it is critical to create a list of goals and objectives for the program, which include the outcome, process, and structure objectives. The program being designed is then structured from these objectives to make sure that the overall mission of the program is being addressed. Once the program and intervention are created, developing a management system, as well as understanding the sources of funding, is pivotal to ensure program implementation and longevity. After the implementation of the desired intervention, a systematic evaluation of the program is needed to ensure effectiveness (Boyle & Holben, 2013). All of these steps are designed to encourage and retain participants, which is the most critical issue with any program

implementation.

The level of workplace participation and desired involvement in the program can vary greatly based on several factors. Differences in individual experiences and goals can create barriers to program participation (Chung, Gorm, Shklovski, & Munson, 2017). A popular way to increase participation is to include incentives that follow the desired behavior. A common incentive strategy is to incorporate some type of financial bonus or consideration for taking part in the program. In a meta-analysis conducted by Jochelson (2007), which looked at 41 papers on the effect of financial incentives on employee participation in workplace wellness programming found that two types of financial incentives were used: positive and negative financial incentives. Positive incentives, such as receiving payment for participation, were utilized in 32 of the 41 papers. Results from the meta-analysis suggest that using positive financial incentives was an effective way to elicit the desired behavior change. Negative incentives were seen in three of the papers examined in the meta-analysis (i.e., paying into the program and receiving the payment back if successful) and were also found to have encouraged behavior change. However, between the two options, positive incentives were found to have the greater positive effect specifically in short-term, specific actions. An example of this would be receiving \$10 when going to a doctor's appointment or attending an education session. Of the remaining six studies, four either offered free education or entry in to a lottery style drawing as incentives, while two studies offered no incentives at all (Jochelson, 2007). When looking at the long term, meaning continued sessions or educations that may continue for a couple months to years, program success depends on more than incentives.

An article from Berry, Baun, and Mirabito (2010) in the *Harvard Business Review* looked at key aspects of creating and implementing an effective workplace wellness program. The first

pillar is creating a multilevel leadership, using all levels of leadership throughout the company, to help integrate the new, desired culture into the workplace. The second pillar is making sure that the alignment of the programs and company intentions to ensure no contradiction. This also feeds into creating the desired culture. The third pillar ensures that the program addresses the needs of the workplace (i.e., using information from the needs assessment). Ensuring that the wellness program is engaging, meaning that the program does not undermine or overestimate an employee's ability, is a key factor in participation. To make sure this doesn't happen, having a built-in ability for the employee to individualize how they engage in the program is important to participation. Individualization also increases accessibility to the program for the employees is equally important in participation; being is listed as the fourth pillar. Having accessibility to the program not only means avoiding singling anyone out, but also making sure that their life constraints do not interfere with participation. Using PespiCo's "Healthy Living" program as an example, doing educations over the phone ensure that most if not all employees can participate and do not have to worry about transportation to the education (Caloyeras et al., 2014). The fifth pillar focuses on creating partnerships both internal and external from the company. Partnerships can help create incentives as well as provide any necessities needed for program success and implementation. Effective communication is the sixth, and final, pillar as delivering the desired message in an effective way is just as important as the message itself. These six pillars lead to lower healthcare costs, increases in productivity, and greater employee morale (Berry et al., 2010).

Other, effective recommendations made by Mujtaba and Cavico (2013), include: 1) avoiding any level of discrimination, including characteristics of protected populations, 2) making sure the program applies to all employees, 3) making sure incentives do not exceed 20%

of the companies healthcare costs (per U.S. law) 4) not deducting an employee's pay for the program, 5) providing alternatives for employees who may need them, and 6) keeping all employee health information confidential. Avoiding discrimination and making sure the program applies to all employees can be assured through conducting the needs assessment as discussed previously. Providing alternatives is also a positive way to ensure all employees are being included and have options as to what level they would like to participate. In order to help get the maximal ROI without deducting employee's pay, trying to keep costs below the 20% margin of overall healthcare cost will help ensure the greatest returns. Lastly, privacy seems to be a very real concern for employees. In a survey of North American companies in 2016, employees voiced their concerns about their health information privacy. The study found that companies did not yet view privacy of employee's information as a primary concern in program creation and implementation (Chung, Gorm, Shklovski, & Munson, 2017).

## **CHAPTER 3**

### **WELLNESS IN SIUC ATHLETICS**

Athletics is a high stress environment focused on creating profit for departmental and facility growth while also ensure student athletes perform well both on and off the field. For some, the day begins as early as 5 a.m. and can go well into the night concluding at 10 p.m. or later. Aside from the long hours, some employees spend their day trying to please potential donors and alumni to ensure that the athlete scholarships are funded and team's financial needs are able to be met. Others, such as janitors and maintenance staff, ensure that the facilities stay in peak condition. These are some examples of the jobs that all work in sync that help to move the entire department toward success. The following program ideas are put forth with the best intention to serve the health of the department, leading to greater health of the employees that put so much time and energy into the department at SIU (See *Appendix A*).

Through offering different modes of wellness program participation, this will increase the possibility that every employee can find something to participate in at some level. As discuss above, this will increase employee health as well as the overall return on investment. Additionally, these suggestions encourage partnership with other areas of SIU campus and the community. Three potential options, preferably more than just one to increase employee participation, for employee wellness programing include using the empty terrace space for gardens, implementing nutrition education and personal training within the Troutt-Wittmann strength and conditioning facility, and have group exercise classes and events take place throughout the workday.

#### **Facility Gardens and Benefits**

Community gardens have been shown to increase fruit and vegetable consumption among



participants while also increasing physical activity in both youth and adult populations (Draper & Freedman 2010). A community garden also allows a large number of individuals access to fresh fruits and vegetables within the community. The community not only harvests the food together, but also works together to grow food for the betterment of the community (Draper & Freedman 2010). Numerous health benefits come with creating a “community garden” within the athletic department. In a meta-analysis conducted by Schmutz et al. (2014), 16 articles that looked at the effect community gardens have on health and wellbeing showed common themes among each study: community gardens have not only been shown to improve access to healthy food, but also increase overall nutrition and even create a positive, psychological environment through the activity of gardening (Schmutz et al., 2014).

Around the Banterra Center (one of the main buildings housing the administration of Saluki Athletics), there are multiple terrace spaces that are unused and receive adequate sunlight throughout the day. These spaces would make impeccable areas for fresh produce to grow. With the amount of terrace space available, there could be multiple, raised bed gardens that serve different populations all related to furthering the health and community interaction of the athletic department. An example of this would be having the athletes selling the fresh produce at the local farmers market or during tailgates. The money would then be able to go toward a fund that impacts all athletes, such as the academic scholarship fund, while also allowing the athletes to have personal interactions with the community members who are attending the events.

Another idea for is for one garden area to be used for the Kids Club that is offered to the community through athletics. The Kids Club membership is free to the children of SIU fans that allow free admission to games as well as various activities taking part prior to the games, having around nearly 1000 children participate during to 2019-2020 school year. Gardening is a great,

easy way to help children become more curious about science and the world around them. With certain plants (e.g., tomatoes, cucumbers, and zucchini) being easy to care for, children of any grade level can participate in the activity while also increasing their understanding for the world around them. This type of activity is vital in fostering a proper foundation of nutrition and appreciation for the food they eat every day (Hachey & Butler, 2019). With participating in the garden, the kids would be able to plant seeds for an event during the spring sport season and be able to harvest the growth in the fall semester, most likely during a home football game. The garden would be able to be maintained by volunteer faculty within athletics over the summer. This allows for a teaching of where food comes from and better appreciate food being consumed. Ultimately, the use of terrace space for various gardens would not only help increase the health of faculty, but also increase the physical and connective health of the surrounding SIU community.

### **Student and Faculty Programming**

Many worksite interventions focus more broadly on weight loss or biochemical markers. However, the steps to achieve optimal health include physical activity and dietary habits. As reflected in other companies, the use of health counseling, which would include nutrition consultation and exercise programming, could be an added benefit from multiple aspects with little to no financial burden on the department. Nutrition intervention within a workplace wellness program can increase healthy dietary habits. A study conducted by Mhurchu, Aston, and Webb (2010), reviewing 16 studies that looked at dietary intervention within the workplace, participation was seen to have a positive correlation in fruit and vegetable intake and a negative correlation with total fat intake.

There already exists a free counseling service on campus, Peer Nutrition Education

(PNE), run by the dietetic interns at SIU. The program allows free nutritional counseling to all students and faculty on campus. After going through a training process, the interns then take on clients by themselves and know when to refer to the dietitian on campus when patients present to have more complicated issues. Partnering with PNE and advertising this service on campus can create better health outcomes for the faculty. This also creates learning opportunities for those students who volunteer with the PNE program. In recent years, the opportunities for the dietetic interns to get hands on experience has declined to where each intern may only have one client throughout their year and a half at SIU. This is due to various factors, one being that there is little incentive, aside from the free nutrition counseling, for individuals to sign up. By incorporating the dietetic interns in the wellness program within the athletic department, this becomes a mutually beneficial relationship. To set up an appointment, the employee would email the PNE address (pne@siu.edu) and will receive a reply within 48 hours. The employee will then be asked to record their diet in a 3-day food diary and be introduced to their dietetic intern they are assigned. While assigning of dietetic interns is traditionally done in alphabetical order of the interns, special assignments are made in cases where the intern may have a special interest that the athletic department employee is wanting to work on (i.e., gaining weight or training for an athletic event). No work is needed from an administrative standpoint on the athletic departments side when setting up these appointments.

From a physical activity standpoint, creating a program similar to PNE within the Kinesiology Department would give them same educational opportunities to those students. In a study conducted with white collar workers in Washington state, implementation of a 10-week exercise program was shown to not only have physical benefits, but also reduce the risk of depression in employees with a sedentary job (Zeeuw, Tak, Dusseldorp, & Hendriksen 2010).

Integrating a steady stream of student personal trainers that could get experience developing personalized programs would benefit both the student volunteer and the employee being trained. After undergoing a training process that would last roughly 8-weeks and follow a similar outline that is already in place with the “Strong Survivors” program within the Kinesiology department, the student volunteers would then be able to work with Troutt-Wittman training facility, that makes up a portion of the athletic building, and use the athletic facility to train those they are working with. Length of training time would be at the discretion of the trainer and the participant (no more than an hour) and facility availability would be predetermined by the Strength and Conditioning staff. Trainers will be required to work within the predetermined time. Utilization of students would help create a greater presence on campus leading to higher game attendance and overall morale around athletics across campus while also improving the health of department employees.

### **Group Fitness**

Participating in behavior change activities as a group can have positive effects due to the support system that can exist within the group dynamic. In a study that looked at the effect of wearing feedback devices in a group exercise setting (i.e., a running group), 52 exercisers (median age = 42 years) were chosen on a first-come first-serve basis via a mailing (Mauriello, Gubbels, & Froehlich, 2014). Out of the 52 participants, 43 reported having normally participated in a running group prior to the study with reasons being listed including socialization, motivation, accountability, and enjoyment. Prior to each run, the group would decide collectively on a group pace that would be monitored via a personal feedback device (i.e., a Garmin watch). Groups ran for at least 30 minutes at a time. After filling out a questionnaire post run, the participants noted increase in motivation to push the set pace within the group,

while also still motivating the group to stay together. This shows a group effort to improve upon the pace previously set and adapt to how the run is going (Mauriello, et al., 2014). This increase in motivation has the opportunity to be harnessed and carried over to the workplace within the athletic department. A group dynamic already exists within the department as each employee works to ensure success of the student athletes and the department. Applying this to group exercise setting, in which each individual's goal is similar, using group exercise events can increase these bonds that then transfer over to daily work. In a study conducted at Yale, Boothby, Clark, and Bargh (2014) found that shared experiences can amplify one's perception of the experience compared to when the event is experienced individually. The shared experience of group exercise in a positive, motivating environment within the department can lead to greater ability to communicate and work together through increasing the number of shared, positive experiences.

Aside from utilizing the Banterra Center as a track during cold months and having the ability to utilize the weight room when athletes are not lifting, having planned group fitness sessions within Banterra Center would also be a great way to create an atmosphere of health within the athletic department. This can be done with the creation of running groups similar to the ones mentioned above or with the existing group fitness instructors already on campus through the campus recreation center. Bringing one or two instructors for one or two sessions throughout the week would allow for faculty to participate in one of the many group fitness classes without having to leave athletics. The hope would be that the leadership within the administration would participate in the groups, setting an example to generate participation from other employees.

The fitness classes could take place in either one of the mezzanine areas within the

Banterra Center, on the basketball court, or even the football field when the weather is nicer.

There would need to be a point person within the department to set up a relatively set schedule throughout the seasons while also making sure the space is properly reserved. There would be a small cost with having to pay the instructor through the recreation center or the other option would be to have a set group of employees that have the group fitness knowledge and are certified that would want to volunteer to teach these classes. This may include coaches who already have previous certifications or even support staff that also have experience. These classes would not take place more than three times a week and would offer different experiences, such a yoga or Zumba, that can be done with minimal equipment. Other ideas for fitness classes would include a HIIT style or circuit training classes.

## **CHAPTER 4**

### **SUMMARY**

Employee wellness programming allows employers to take advantage of an employee's daily environment to increase employee health. With better health comes better rates of production, leading to greater profit margins that are compounded by the fact that employees who participate in worksite wellness programs have lower healthcare costs.

In the SIU athletic department, employees work hard to provide the best experience possible, supporting student athletes and fells staff to succeed on multiple levels. However, with so much time given by many employees, individual health can decline. Through proper wellness programing and allowing multiple avenues for participation, SIU athletic employee health would benefit. Either through creation and participation of terrace gardens, engaging students on campus to apply what they use in the classroom to better employee health, or providing group exercise activities all within the facility, better health, better work production, and greater success would all come to fruition.

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## APPENDIX

### SIU ATHLETIC DEPARTMENT LIST AND EMPLOYEES

Department	Employee Breakdown
Athletic Director's Office	<ul style="list-style-type: none"> <li>- 1 athletic Director</li> <li>- 2 Assistant Athletic Director's</li> <li>- 1 Faculty Athletic Representative</li> <li>- 1 Administrative Aid</li> <li>- 1 Head Coach/SWA</li> </ul>
Academic Services	<ul style="list-style-type: none"> <li>- 1 Assistant Athletic Director</li> <li>- 1 Academic/Career Development Coordinator</li> <li>- 1 Academic Counselor</li> <li>- 2 Graduate Assistants</li> </ul>
Baseball	<ul style="list-style-type: none"> <li>- 1 Head coach</li> <li>- 3 Assistant Coaches</li> <li>- 1 Graduate Assistant</li> </ul>
Men's Basketball	<ul style="list-style-type: none"> <li>- 1 Head Coach</li> <li>- 3 Assistant Coaches</li> <li>- 1 Director of Player Development</li> <li>- 1 Director of Operations</li> <li>- 2 Graduate Assistants</li> </ul>
Women's Basketball	<ul style="list-style-type: none"> <li>- 1 Head Coach</li> <li>- 1 Associate Head Coach</li> <li>- 2 Assistant Coach</li> <li>- 1 Director of Operations</li> <li>- 1 Graduate Assistant</li> </ul>
Business Office	<ul style="list-style-type: none"> <li>- 1 Chief Accountant</li> <li>- 1 Business Manager</li> <li>- 1 Office Support Specialist</li> <li>- 1 Graduate Assistant</li> </ul>
Communications	<ul style="list-style-type: none"> <li>- 1 Associate Athletic Director</li> <li>- 1 Assistant Athletic Director</li> <li>- 1 Director of External and Broadcast Operations</li> <li>- 1 Director of Video Services</li> <li>- 1 Coordinator of Video Service</li> <li>- 2 Associate Directors</li> <li>- 1 Coordinator of Social Media</li> <li>- 1 Broadcaster</li> <li>- 5 Graduate Assistants</li> </ul>
Compliance	<ul style="list-style-type: none"> <li>- 1 Associate Athletic Director</li> <li>- 1 Compliance Coordinator</li> <li>- 1 Program Coordinator</li> </ul>
Development	<ul style="list-style-type: none"> <li>- 2 Assistant Athletic Director's</li> <li>- 1 S Club Coordinator</li> <li>- 1 Development Assistant</li> </ul>

	- 1 Graduate Assistant
Facilities	<ul style="list-style-type: none"> <li>- 1 Associate Athletic Director</li> <li>- 1 Assistant Athletic Director</li> <li>- 1 Assistant Director</li> <li>- 1 Coordinator of Food Services</li> <li>- 2 Technical Support</li> <li>- 2 Graduate Assistants</li> </ul>
Football	<ul style="list-style-type: none"> <li>- 1 Head coach</li> <li>- 11 Assistant Coaches</li> <li>- 1 Graduate Assistant</li> </ul>
Men's Golf	<ul style="list-style-type: none"> <li>- 1 Head Coach</li> <li>- 1 Graduate Assistant</li> </ul>
Women's Golf	- 1 Head Coach
Saluki Sports Properties	<ul style="list-style-type: none"> <li>- 1 General Manager</li> <li>- 1 Business Development Manager</li> </ul>
Women's Soccer	<ul style="list-style-type: none"> <li>- 1 Head coach</li> <li>- 2 Assistant Coach</li> </ul>
Softball	<ul style="list-style-type: none"> <li>- 1 Head Coach</li> <li>- 2 Assistant Coach</li> </ul>
Spirit Groups	<ul style="list-style-type: none"> <li>- 1 Head Coach</li> <li>- 1 Graduate Assistant</li> </ul>
Sports Medicine	<ul style="list-style-type: none"> <li>- 1 Assistant Athletic Director</li> <li>- 5 Athletic Trainers</li> <li>- 5 Graduate Assistants</li> </ul>
Strength	<ul style="list-style-type: none"> <li>- 1 Head coach</li> <li>- 2 Assistant Coaches</li> <li>- 3 Graduate Assistant Coaches</li> <li>- 2 Graduate Assistants in Sports Nutrition</li> </ul>
Swimming and Diving	<ul style="list-style-type: none"> <li>- 1 Head coach</li> <li>- 3 Assistant Coaches</li> </ul>
Track and Field	<ul style="list-style-type: none"> <li>- 1 Director of Track and Field/Cross Country</li> <li>- 5 Assistant Coaches</li> </ul>
Volleyball	<ul style="list-style-type: none"> <li>- 1 Head coach</li> <li>- 2 Assistant Coaches</li> <li>- 1 Graduate Assistant</li> </ul>
Total Employees	123

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Major Professor: Dr. Julie Partridge